



S T A T E O F W A S H I N G T O N

RECOMMENDATIONS FOR HIGH-QUALITY ALTERNATIVE ROUTES TO TEACHER CERTIFICATION

**A report to the Governor, Legislature,
State Board of Education and
Superintendent of Public Instruction**

PROFESSIONAL
Educator
STANDARDS
BOARD

DECEMBER 2000

Washington Professional Educator Standards Board

Vision

The vision of the Washington Professional Educator Standards Board (WPESB) is educator quality, recognizing that the highest possible standards for all educators are essential to ensuring attainment of high standards for all students.

Mission

The Washington State Legislature created the WPESB in 2000 through EHB 2760. The mission of the WPESB is to:

- Advise and provide recommendations to the State Board of Education, Superintendent of Public Instruction, Governor and Legislature on the full range of issues affecting education professionals, including: recruitment, hiring, preparation, certification, mentoring, professional growth, retention, governance, assessment, and evaluation;
- Oversee new basic skills and subject matter assessments to be required of all new teachers prior to state certification; and
- Bring greater public focus and attention to education professions.

WPESB Members:

The WPESB, appointed by Governor Locke in July 2000, consists of twenty members:

Tom Charouhas, Chair, Science / technology teacher, Rose Hill Junior High School, Redmond
Elaine Aoki, Lower school director, the Bush School, Seattle
Carolyn Bradley, K-8 talented and gifted teacher coordinator, Lynden
Carol Coar, School psychologist, Foss High School, Tacoma
Nancy Diaz-Miller, Principal, McKnight Middle School, Renton
Ken Evans, Sixth-grade teacher, Laurin Middle School, Vancouver
Sheila Fox, Associate dean, college of education, Western Washington University, Bellingham
Emmitt Ray Jackson, Public Representative, Richland
Gary Kipp, Principal, Mark Morris High School, Longview
Tim Knue, Agricultural teacher, Mount Vernon High School, Mount Vernon
Gary Livingston, Superintendent, Spokane School District
Kathryn Nelson, Special education teacher, Hamlin Robinson School, Seattle
Helen Nelson-Throssell, Mathematics teacher, Lincoln High School, Tacoma
Martha Rice, Parent Representative, Yakima
Ron Scutt, Lead teacher, Stehekin Elementary, Stehekin
Karen Simpson, Speech and language pathologist, Spokane School District
Yvonne Ullas, First-grade teacher, Naches Primary School, Yakima
Dennis W. Sterner, Dean, school of education, Whitworth College, Spokane
Patricia Wasley, Dean, college of education, University of Washington, Seattle
Terry Bergeson, Superintendent of Public Instruction, ex-officio nonvoting

Staff:

Jennifer Wallace, Executive Director
Pam DeKay, Executive Assistant

Background and Introduction

In Washington state, 22 colleges and universities (8 public; 14 private) are authorized by the State Board of Education to offer teacher preparation programs leading to the state's first level of teaching certificate, the residency certificate. These institutions offer teacher preparation primarily through three types of program routes: 1) Undergraduate; 2) Post-baccalaureate 5th year of study; and 3) Master's in Teaching.

State interest in creating alternative routes to teacher certification both in Washington and nationally has been driven primarily by teacher shortages, the desire to draw the "best and brightest" to teaching from other professions, and the desire to add greater diversity to the teaching ranks.

The legislation creating the WPESB charged the board with submitting a report by December 1, 2000 to the governor, education and fiscal committees of the legislature, the state board of education, and the superintendent of public instruction, providing:

"recommendations for at least two high quality alternative routes to teacher certification. In its deliberations, the board shall consider at least one route that permits persons with substantial subject matter expertise to achieve residency certification through an on-the-job training program provided by a school district." - EHB 2760, 2000

The WPESB Board held its first meeting in August, and in the following three and one-half months, has focused on meeting their charge by examining:

- Research defining high-quality alternative routes
- Washington data regarding teacher supply and demand, including existing and projected shortages
- Other states' experience with implementing both high-quality alternative routes and alternative certification
- Existing and recently-discontinued alternative routes offered in Washington State

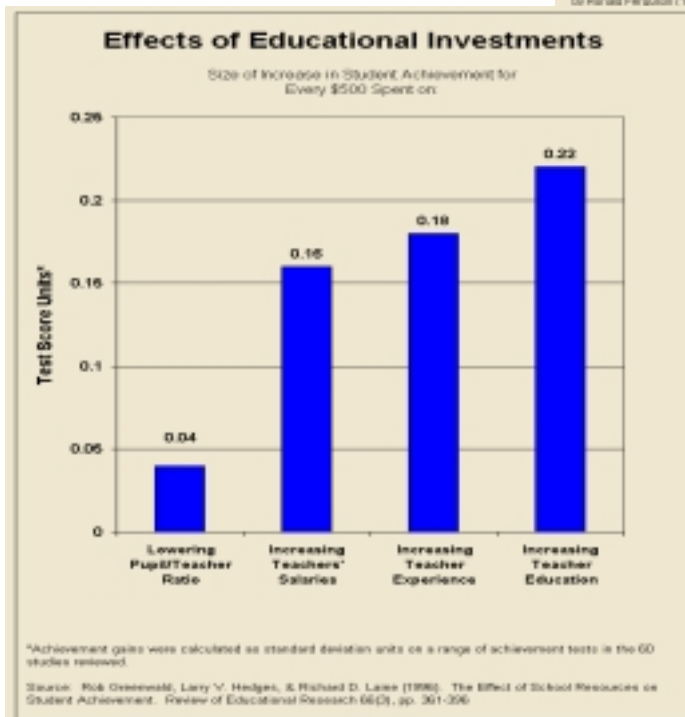
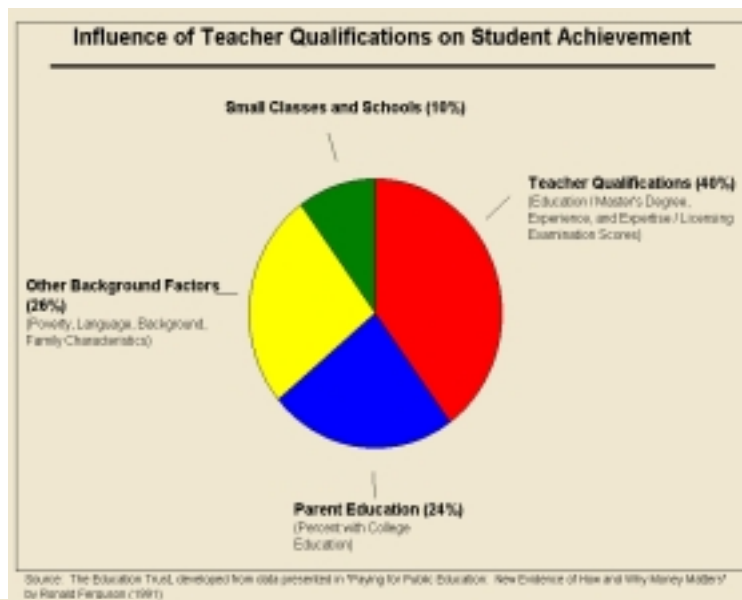
This report provides recommendations for 3 specific alternative routes, including recommendations for funding support and implementation. It also raises policy and practice issues that must be addressed for these routes to be successful and to meet our state's need for an adequate supply of well-qualified teachers. High-quality alternative routes alone will not be enough to address teacher shortages exacerbated by competition from neighboring states with higher teacher salaries. They also don't replace the need for financial assistance, such as forgivable loans, for teaching candidates in shortage areas, not just those that complete alternative routes. Our recommendations are aimed at ensuring that Washington does all it can to attract and retain the highest quality candidates to teaching, eliminating any unnecessary barriers to entering the profession, without sacrificing quality.

A Well-Qualified Teacher in Every Washington Classroom

In stating that the recommendations from the WPESB must be for high-quality alternative routes to certification, the legislature recognized that not all routes are of equal quality. Likewise, not all routes produce teachers of equal quality in terms of preparedness for teaching. In order to decide what kind of routes are of high quality, it is important to focus first on the desired outcome of a high-quality route – a high-quality teacher – what that means and what training is required to become one.

Recent research confirms what parents have known intuitively all along: The most important influence on what a child learns in school is a well-qualified teacher. Aside from home and family factors, no other factor has near the influence on student achievement as does teacher qualifications, such as level of education, experience, and knowledge.

Research is also clear about the differences in impact on learning when students are taught by effective versus ineffective teachers¹. Among them, the research of Dr. Bill Sanders from



University of Tennessee has indicated teacher effectiveness as the dominant effect on student learning, but also that this effect is cumulative and lasting. Students of comparable ability and initial achievement levels may have vastly different academic outcomes as a result of the sequence of teachers to which they are assigned.

Furthermore, the residual effects of both very effective and ineffective teachers were measurable two years later, regardless of the effectiveness of teachers in later grades. Sanders findings have proved true with all students, no matter whether they are currently high-achieving or low-achieving students, and regardless of socioeconomic factors.²

¹ Sanders defined "effective" and "ineffective" using the existing teacher evaluation system of the sample group.

² William L. Sanders and June C. Rivers, *Cumulative and Residual Effects of Teachers on Future Student Academic Achievement*. (Knoxville, TN: University of Tennessee Value-Added Research and Assessment Center, 1996)

A recent report from Washington's Partnership for Excellence in Teaching entitled "A Great Teacher for Every Child" highlighted similar findings in Dallas and Boston. In Dallas, 3rd graders with roughly the same achievement levels had dramatically different achievement levels by end of 5th grade depending on whether they had been assigned to a "highly effective" versus "ineffective" teacher during that time. Students with three "highly effective" teachers in a row were performing around the 76th percentile on a national norm-referenced test; while students with three "ineffective teachers" were performing at the 27th percentile. Similar results were found in Boston, where being in a classroom with an "effective" teacher meant the difference between increasing math scores by 14% in one year, compared to actually losing ground in a classroom with an "ineffective" teacher.

Clearly, teachers who teach well are essential for student achievement. So teacher preparation programs, alternative or traditional, need to be about making sure prospective teachers can teach well.

Preparing High-Quality Teachers

New, tougher academic standards for students place greater demands on teachers to know more about the subjects they teach and how best to explain material to a variety of children. Teaching today calls for a broader repertoire of instructional skills and strategies. It requires educators to have the ability to integrate subject matter instead of compartmentalizing it; to teach for understanding; to use technology, hands-on projects and original material to enhance learning opportunities and reach different learning styles; to develop new methods of assessing student learning; and to use assessment data to inform and improve the teaching and learning process.

Subject-matter expertise: Essential but not sufficient

With all that we know about how important effective teaching is to student learning, the question of what it takes to make a well-qualified, effective teacher—what combination of knowledge, skill, attitudes and personal characteristics are necessary and how best to impart these—are critical education and policy issues. It is also an issue about which there is significant debate and no clear consensus. Deep content knowledge is critical. But how much content knowledge and pedagogical (methods and activities of teaching) knowledge is subject to debate.

Depth of content knowledge is particularly important at the secondary level. One recent study found that in math and science, teacher knowledge of subject matter was the most important influence on tenth-grade achievement³. This is why a frequently stated goal of alternative route programs is to draw individuals with substantial subject matter expertise into teaching and reduce the occurrence of teachers teaching classes in subjects for which they lack even a minor degree. Nationally, 26.6% of secondary school students are in math classes taught by teachers with neither a major or minor in math and 38.5% are in a life sciences class taught by a teacher without a science major or minor. According to the recent report from the Partnership for Excellence in Teaching, out of field assignment data for Washington is conflicting. The State Board of Education reports only a total of 74 out-of-endorsement waivers granted in 1998-99, while a survey conducted by the Washington Educational Association and data from the National Commission on Teaching and America's Future report far higher incidents of out-of-field assignment.

³ Dan Goldhaber and Dominic Brewer. "Teacher Licensing and Student Achievement". In Better Teachers, Better Schools. (1999). Washington, D.C.: The Thomas B. Fordham Foundation

While content knowledge is extremely important, it is clearly not sufficient. Researcher Kati Haycock points to an example many of us can recall of a college professor who had tremendous expertise in their field, yet was unskilled in conveying it, and taught in a way that failed to connect to the level of understanding of students in that classroom.⁴

Studies of mid-career and other nontraditional recruits to teaching found that their strongest recommendation for improvements in their preparation was for a heavier dose of subject-specific teaching methods and more information on child and adolescent motivation, and cognition.⁵ At the same time, despite major recent changes to teacher preparation programs and state requirements for certification in response to education reforms, others still believe that university-based coursework and state certification requirements are weakly linked to the day-to-day skills teachers need to succeed in the classroom.⁶

The WPESB believes that all teaching candidates, regardless of route, must be well prepared and meet the same high standards for certification set forth by the state. Alternative routes should not be developed with the goal of bypassing real or perceived inadequacies in higher education preparation programs or requirements for certification. Instead, there should be a dual focus on continually improving our higher education programs and certification requirements, while also creating innovative new high-quality routes to certification that can inspire changes system wide.

New Jersey's 15 year experience with high quality alternative routes to certification stemmed from a larger effort to examine existing higher education preparation programs; particularly their course and clock-hour requirements. The NJ State Board of Education's Panel on the Preparation of Beginning Teachers was charged with identifying the core body of applied professional knowledge that should guide any type of preparation program – traditional or alternative. Washington has been engaged in a similar effort, recently implementing new, performance-based requirements for teacher preparation programs and certification that are driven by knowledge and skill requirements, rather than detailed course requirements. Appendix A contains a summary of Washington's new performance-based knowledge and skill requirements.

Alternative Route Preparation: high standards, field experience, and strong mentorship make the difference

Despite the debate, research and experience from the over 40 states suggests several key components that make for effective alternative route programs:⁷

- Strong academic coursework, in terms of both subject matter knowledge and how to teach it effectively;
- Field-based program to “practice” teaching and develop teaching skills;
- Support for candidates from skilled mentor teachers;
- Participation of candidates as cohort groups rather than as isolated individuals;
- Adequate funding and support so they become sustained, viable routes;

⁴ Kati Haycock. Good Teaching Matters: How Well-Qualified Teachers Can Close the Gap. (1998) Washington, D.C.: The Education Trust.

⁵ Linda Darling-Hammond, Lisa Hudson, and Sheila Kirby. Redesigning Teacher Education: Opening the Door for New Recruits to Science and Mathematics Teaching. (1989) Santa Monica, CA: The RAND Corporation.
R.J. Coley and M.E. Thorpe. Responding to the Crisis in Math and Science Teaching: Four Initiatives. (1985) Princeton, NJ: Educational Testing Services.

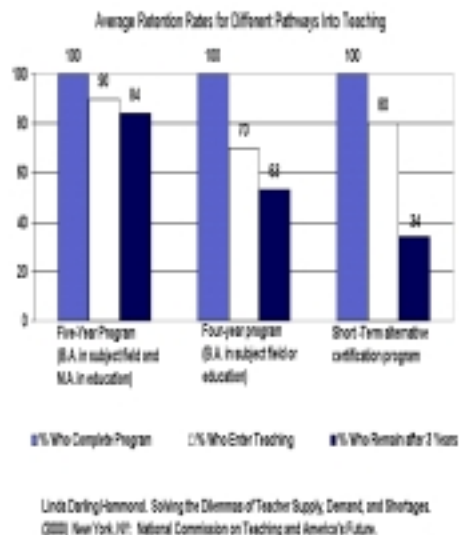
⁶ Thomas B. Fordham Foundation. The Teachers We Need and How to Get More of Them: A Manifesto. (1999). Washington, D.C.

⁷ Emily Feistritzer and David Chester. Alternative Teacher Certification: A State-by-State Analysis 2000 Washington, D.C.: National Center for Education Information. (2000)

- Collaboration among school districts, universities, and departments of education; and
- Address both the needs of candidates (with their existing skills and experience); and of school districts (with their hiring needs in shortage areas)

Research shows that teachers from alternative route programs that meet high standards with adequate coursework, intensive field experience, and strong mentorship do as well or better than teachers in traditional routes.⁸

In contrast, Candidates that complete lesser quality, rapid alternate certification programs have higher attrition rates⁹, are less satisfied with their training¹⁰, experience less job satisfaction¹¹ have greater difficulty with planning curriculum, teaching, managing the classroom, and diagnosing students' learning needs¹²



Alternative Route Programs in Other States

The bulk of the alternative route programs in other states are partnerships between districts and higher education institutions, even if the program is entirely field-based. School districts and colleges of education share responsibility for ensuring that course work is relevant to teaching and that adequate mentoring that builds on preparation takes place. Another type of alternative route program offered in states are state-approved programs operated by local school districts, or local districts in collaboration with a state agency.

Appendix B contains a summary of alternative route programs in selected states. These states were identified by the National Center for Education Information, which annually conducts a comprehensive state analysis and research review of alternative route programs, as states with exemplary programs.

⁸ J.W. Miller, M.C. McKenna, and B.A. McKenna. "A comparison of alternatively and traditionally prepared teachers". Journal of Teacher Education. (1996). 49(3): 165-175.

⁹ Frank Lutz and Jerry Hutton. "Alternative Teacher certification: its policy implications for classroom and personnel practice. Educational Evaluation and Policy Analysis. (1989) 11(3): 237-254.

J Shen. "Has the alternative certification policy materialized its promise? A comparison between traditionally and alternatively certified teachers in public schools". Educational Evaluation and Policy Analysis. (1997). (3): 276-283.

¹⁰ Linda Darling-Hammond, Lisa Hudson, and Sheila Kirby. Redesigning Teacher Education: Opening the Door for New Recruits to Science and Mathematics Teaching. (1989) Santa Monica, CA: The RAND Corporation.

¹¹ Johnny Sciacca. "A Comparison of Levels of Job Satisfaction Between university-Certified First-Year Teachers and Alternatively Certified First-Year Teachers" Ph.D. dissertation. (1987). East Texas State University.

¹² Mary Bents and Richard Bents. Perceptions of Good Teaching Among Novice, Advanced Beginner, and Expert Teachers. (1990). Paper presented at Annual Meeting of the American Educational Research Association. Boston, MA.

Sharon Feiman-Nemser and Michelle Parker. Making Subject Matter Part of the Conversation or Helping Beginning Teacher Learn to Teach. (1990). East Lansing, MI: National Center for Research on Teacher Education.

D.L. Gomez and R.P. Grobe. Three Year s of Alternative Certification in Dallas: Where Are We? Paper presented at the Annual Meeting of the American Educational Research Association. Boston, MA.

M.P. Grady, P. Collins, and E.L. Grady. Teach for America 1991 Summer Institute Evaluation Report. Unpublished Manuscript.

Pamela Grossman. "Learning to teach without teacher education" Teachers College Record. (1989). (2): 191-208

N. Mitchell. Interim Evaluation Report of the Alternative Certification Program (REA87-027-2). (1987). Dallas, TX: DISK Department of Planning, Evaluation, and Testing.

Washington's experience with alternative routes

In 1991, the State Board of Education established a pilot internship route to certification. This route was open to individuals with a master's degree, or a BA/BS and five years' work experience. It required the same coursework as traditional routes, offered during the summer, followed by an internship paid by the hiring school district. No state funding was provided for the pilot route. Only two programs were implemented before the regulations for the pilot internship route expired in 1999: the Saint Martin's College Pilot Program, and Seattle School District's Teach for America program. Appendix B contains an excerpt from a 1999 Washington State Institute for Public Policy Report examining these two pilot programs.

According to the Institute report, the St. Martin's pilot encountered problems due to 1) reluctance of districts to hire interns; 2) district preference to use it to certify paraeducators known to them rather than unknown mid-career professionals; 3) difficulty designing a program to fit a wide variety of needs and skills brought in by individuals with prior relevant work experience; and 4) providing adequate supervision for interns.

Problems existed with Seattle's pilot as well. Teach for America (TFA) is designed to provide a two-year teaching commitment to urban schools experiencing critical shortages, which Seattle was not experiencing at that time. The district saw the program instead as a means for recruiting outstanding minority candidates, but the Seattle Education Association worried that TFA teachers would replace existing fully-certified teachers on provisional contracts, many of whom were also minority teachers, thereby not overall increasing the number of minority teachers. In addition, the district and Seattle Education Association raised concerns about the inadequacy of TFA's summer training and inadequate support for new teachers. An evaluation from the State Board of Education agreed to continue the pilot if TFA addressed areas needing improvement. However, disparity between TFA's goals and those of the district, together with TFA's lack of ability to raise any funding for the program from the Seattle community, lead to TFA's decision not to renew the program after the second year.¹³

These pilots reiterate again the need for alternative route programs that:

- Balance the shortage-related needs of districts with a supply of well-qualified applicants
- Strong and collaborative relationships between all parties involved in implementing an alternative route program
- Meet the needs of candidates bringing relevant skills and experience into the teaching profession
- Adequate funding and support to make the program a viable and sustainable producer of teacher candidates.

A number of higher education teacher preparation programs have partnered with school districts to offer alternative route programs, most commonly routes to allow employed paraeducators to achieve teaching certification. In addition, Master's in Teaching (MIT) programs offered by a number of institutions are considered an alternative route by many. These programs are considered of very high quality, and institutions are making their MIT programs more flexible to meet the needs of nontraditional candidates. However, these programs are not offered statewide and do not provide paid internships that enable employed professionals to continue to earn an income while pursuing certification. Appendix C contains a chart summarizing the current programs offered through Washington higher education institutions.

¹³ Sue Anderson and Edie Harding. Alternate Routes to Teacher Certification. (1999) Olympia, WA: Washington State Institute for Public Policy

Strong candidate interest in alternative programs

Although there are no firm statistics, interest on the part of paraeducators and individuals in other fields in Washington to pursue a teaching career appears to be high. Last year, the legislature funded a conditional scholarship program for paraeducators seeking teaching certification. For the roughly 250 scholarships that could be made available through this program, the Higher Education Coordinating Board received 454 applications.

In a survey conducted by the Washington State Personnel Association (WSPA) last month, 20 districts reported a total of 794 paraeducators with an interest in pursuing a teaching certificate.

The National Center for Education Information reports a dramatic increase in individuals entering teaching from other professions, most of whom tend to be older, have more job experience, are more racially diverse, and have academic degrees other than education, compared to traditional candidates.

Likewise, interest from school districts, ESDs and higher education institutions to create alternative route programs is high. 15 of the 20 districts that participated in the WSPA survey reported that they currently have no alternative route program in place at this time, but would be interested in participating in a state-support partnership with higher education to provide a program.

Criteria for High Quality Alternative Routes

Informed by the research about which types of preparation programs are most effective, and knowledge of Washington's experience with alternative routes and impending shortages, the PESB developed the following criteria to guide its deliberations and recommendations. Collectively, these criteria help ensure that alternative route programs are able to provide candidates with needed financial support, as well as adequate support in terms of instruction and quality mentoring, to ensure they are successful when they enter teaching. These criteria also align with criteria met by states with exemplary alternative teacher certification routes as identified by the National Center for Education Information (NCEI). NCEI annually produces a well-regarded state-by-state analysis of alternative teacher certification programs.¹⁴

- **Ensure that all candidates for certification meet the high standards required by the state**

The WPESB believes the distinction between alternative routes and alternative certification to be an important one. The State of Washington provides assurance to parents and other citizens that the teachers they certify are qualified by setting uniform knowledge and competency requirements all teachers must meet. There is no one "best system" for preparing teachers, but there need to be consistent, high, and uniform standards that guide issuance of certificates. If changes need to be made in what should be required of teachers receiving their first, residency, certificate, they should be made and applied to all candidates. Alternative routes provide greater flexibility in how those requirements are met, including credit for relevant knowledge and experience the candidate has acquired through previous employment or education.

¹⁴ Emily Feistritz and David Chester. Alternative Teacher Certification: A State-by-State Analysis 2000 Washington, D.C.: National Center for Education Information. (2000)

- **Focus on increasing the number of qualified candidates in shortage and high need areas and increasing the racial/ethnic diversity to better reflect demographics of Washington students.**

Fourteen percent of the 1998-99 teaching force will be eligible to retire in the next five years. A report released this year from the Office of the Superintendent of Public Instruction reports that there are considerable shortages in the teaching fields of special education, chemistry, physics, Japanese, bilingual education, mathematics, and technology education. Furthermore, there are no teaching fields in which districts have indicated a surplus of candidates.¹⁵ Retirement, attrition, growing school-age population, and statewide efforts to reduce class sizes, all create a critical need to enhance the pool of applicants. High-quality alternative routes should aim at reducing the need for districts to issue emergency and conditional certificates, which may lack the necessary support structures to help new teachers be successful.

Washington also has a shortage of teachers that represent the cultural and racial diversity of our state. Students of color represent 25% of our state student population; yet only 7% of our current teachers and 10% of individuals currently enrolled in teacher preparation programs are people of color. Alternative routes should also aim at increasing diversity in our teaching ranks.

Getting started in creating a system of alternative routes means taking the challenges of supply and demand into consideration. One of the problems that earlier alternative route pilot programs in Washington encountered is that, given the choice, districts hired traditional route candidates over alternative route candidates when the pool was large enough to allow them to do so because the districts had more confidence in traditional route candidates¹⁶. By producing alternative route candidates for shortage areas, districts are more likely to hire these candidates, and alternative programs will have greater opportunities to demonstrate success. Alternative routes must serve both the needs of the districts, and have some obligation to the employability of the candidates.

- **Provide alternative route candidates with the most flexible, expedient, least costly route possible without compromising quality.**

Many alternative route candidates, such as paraeducators or individuals coming from different professions, have financial obligations that will not allow them to quit their jobs to pursue a teaching certificate full time without income. If we are to attract these individuals to teaching and if we are to compete with other industries for individuals with degrees in math, science, and technology, we must make the transition to teaching affordable, and with as few barriers and hoops to jump through as possible. More specifically, this means shortest time from previous paycheck to a stipend in a quality mentored internship. It means tuition assistance, such as conditional loans that are partially repaid through time in service teaching in a state-identified shortage area, such as math, science, or special education. It also means coursework that complements field-based experience, flexibly offered at night, on weekends, and through online and distance learning over the K-20 network.

- **Include a rigorous screening process that evaluates candidates' suitability for an alternative route.**

Alternative routes are not for everyone. They are not a fallback plan for recent college graduates who aren't sure what else to do. They are not an easy short cut. While shorter in length, they are intensive, and a serious investment of time and resources on the part of the

¹⁵ Office of the Superintendent of Public Instruction. Educator Supply and Demand in Washington. (2000) Olympia, WA.

¹⁶ Presentation by Bev Kooi, former dean, St. Martin's College School of Education, to the Professional Educator Standards Board, October 2000.

candidate, district, and state. As mentioned previously, individuals who complete lesser quality routes have higher attrition rates than well-prepared candidates.¹⁷

Alternative routes should leave adequate discretion for districts and schools to determine whether there is a “match” between themselves and the candidate, while ensuring that existing regulations guarding children’s safety are met. In addition, each of the WPESB proposed routes includes additional requirements for entry into that route that we believe are essential to ensuring the candidate is well suited to an alternative route program.

- **Have high-quality mentorship as a significant component of field-based experience.**

Effective mentorship requires both quality and quantity. Many alternate route or alternate certificate programs have mentors in a supervisory role over candidates, but often these are teachers that already have full teaching loads and have neither the time to mentor, nor the skills to mentor effectively when they do have time. Teaching adults is not the same as teaching children, and districts sometimes assume that their best teacher would naturally make the best mentor. This is not necessarily the case. Criteria should be provided to school districts on selecting mentor teachers and financial support and training made available. Districts that decide to offer field-based alternative routes must commit to ensuring that mentors are able to meet the time required. A good mentor/intern relationship requires time for reflective practice, for example candidate reflective journaling that they can discuss with their mentor, or reviewing a portfolio of the candidate’s work.

- **Maximize field experience and be performance-based, not seat-time based.**

High-quality alternative routes typically emphasize learning by doing, under the instruction and supervision of a trained, experienced mentor, over more traditional, campus-based coursework. Alternative routes are more job specific, in that the candidate is “matched” with the district which they will, in all likelihood, be employed. Alternative route programs that are primarily field-based are also more attractive to individuals who have been in the workforce and are not interested in returning to a campus setting. It is also through field-based experience that alternative route candidates get a true sense of the changes in the culture of schooling that have occurred since they were in school.

By emphasizing performance-based, alternative route programs need to be flexible enough to be able to evaluate a candidate’s performance in the classroom continuously and, based on that performance, decide when they have met pedagogy requirements for certification.

- **Recognize relevant professional experience, such as instructional experience in other settings, to eliminate unnecessary coursework based on education and experience.**

A paraeducator with 6 years of experience in a special education classroom who is seeking special education certification, or a technology trainer who has developed curriculum and taught courses might not need the same level of training in their alternative route program as other candidates. Washington has new, performance-based standards for residency certification that can serve as a tool for evaluating previous experience against those standards. Alternative route programs should be guided by individual teacher development plans, based on our state’s new performance-based standards for residency certification, through which the district/school, mentor, and higher education partner can determine what coursework is and isn’t needed for each candidate.

¹⁷ Frank Lutz and Jerry Hutton. “Alternative Teacher certification: its policy implications for classroom and personnel practice. Educational Evaluation and Policy Analysis. (1989) 11(3): 237-254.

J Shen. “Has the alternative certification policy materialized its promise? A comparison between traditionally and alternatively certified teachers in public schools”. Educational Evaluation and Policy Analysis. (1997). (3): 276-283.

- **Reflect strong articulation agreements and overall collaboration when multiple institutions are a part of an alternative route**

One of the focus areas of Washington's federal Title II grant program is for community colleges to establish articulation agreements with higher education teacher preparation programs to encourage people who have an interest in an education career to take courses at the AA level that will count for certification once they transfer to a four-year college. Likewise, there needs to be strong articulation agreements and collaboration between parties involved in alternative routes. For example, alternative route programs may be offered through consortia of multiple higher education institutions, each offering coursework that contributes to the requirements for certification. It is through these consortia that higher education institutions can afford to meet the challenge of offering flexible course schedules to alternative route candidates. Another example is that districts, ESDs, and other providers of paraeducator continuing education could work with higher education teacher preparation programs to ensure that, to the greatest extent possible, paraeducator continuing education coursework aligns with and counts toward teacher preparation program completion.

- **Provide a statewide, consistent, geographically accessible approach as a stable means for recruiting capable individuals to teaching.**

Washington needs to work toward a system of alternative route programs that can be accessed by talented individuals interested in pursuing a career in teaching no matter where in Washington they live. Current efforts by a small number of districts and higher education institutions are not sustainable or equally accessible to meet both the needs of districts experiencing shortages, and candidates seeking alternative routes. New programs need to have the necessary supports from the state, districts and institutions of higher education to establish and sustain them as a viable, reputable, high-quality providers of future teachers.

Proposals for High-Quality Alternative Routes to Certification

The Washington Professional Educator Standards Board proposes a demonstration grant program for districts, or districts in cooperation with educational service districts, to operate partnerships with higher education teacher preparation programs, or consortia of higher education programs, to provide one or more of three potential alternative routes to teacher certification for individuals seeking endorsement in shortage areas.

The first two alternative routes proposed by the Board are "internal" routes, designed for current paraeducators and other non-certificated personnel. The third "external" route is aimed at recruiting individuals with subject matter expertise in shortage areas, such as math and science, into teaching from other professions. More specifically:

Route 1 addresses shortages in special education and ESL. Many paraeducators currently work in these areas and are an excellent pool of teacher candidates because they are already well aware of what the job entails. Interest in this route on the part of districts and paraeducators is high, but financial support is the key to making it happen.

As we've seen from past experience, districts are more likely to hire candidates they know than those they don't. Route 2 is aimed at enabling districts to fill shortages by investing in qualified non-certificated staff that already have good working relationships with school staff and students.

Route 3 is aimed at creating an expedient and cost-effective means for individuals with subject matter expertise in shortage areas to bring their existing knowledge and skills from another profession to an alternative route that will match their skills with a district in need, and ensure that they enter the classroom well prepared to teach.

Common to all three routes is that they are each:

- “On-the-job training”. Each involves an employed classroom-based internship with trained mentor teachers, complemented by flexibly-offered coursework that varies depending on the candidate’s previous education and work experience.
- Heavily reliant on high-quality mentoring. Because of this, it is important that good mentoring be well and consistently defined and provided. The Board proposes that definitions of high-quality mentoring, and criteria for selecting mentor teachers need to be developed at the state level and used to design training for all teachers that serve as mentors in alternative route programs. The Office of the Superintendent of Public Instruction, or an ESD could offer this training. Districts that wish to design and conduct their own mentor training could also do so, using the definitions of high-quality mentoring and criteria for selection provided by the state.
- Guided by a Teacher Development Plan, developed by a team consisting of the candidate, district representative (such as the building principal or district personnel administrator), and representative from the higher education partner, that determines the needed coursework and other training by comparing the candidate’s knowledge and experience with the state’s new performance-based standards for residency certification.
- Completed when a candidates can demonstrate, through a performance-based pedagogy assessment that will be piloted in all preparation programs this fall, that they have met the knowledge and skill requirements for residency certification. This performance-based assessment allows for candidates with a great deal of relevant experience to demonstrate competency and finish programs more quickly. For other candidates, it is a valuable tool for identifying areas in need of additional training that can be addressed through the classroom-based mentored internship or coursework.

Descriptions of the three routes are followed by an overview of the overall program timeline and cost implications to the state.

Route 1: Experienced paraeducators to fully certified special education and ESL teachers

Ann has been a paraeducator working with special needs students at Houghton Elementary for 4 years. She is highly regarded by teachers and other paraeducators in the school. She has been interested in pursuing certification as a special education teacher for some time, but hasn't found the means to finance the tuition needed to pursue her bachelor's degree, as well as forego a salary while she attends a university-based teacher preparation program. Ann's principal tells her about a new program the district is operating in collaboration with a consortium of higher education teacher programs through which she can continue to work as a paraeducator while earning her BA degree through classes offered in evenings and weekends at the local high school, where the district is also providing child care for her daughter. Ann applies to the program and is accepted following a rigorous interview process. Ann, her principal, and a representative from the partnering university's preparation program meet to develop Ann's teacher development plan, which will guide her coursework and internship. Together they adjust Ann's needed coursework, giving her credit for experience and continuing education she has received as a paraeducator. Following a year of coursework toward her BA, Ann is placed full-time in a classroom with a mentor teacher who received training the previous summer at the Washington Mentor Training Institute. Ann's tuition is covered through a state conditional loan which will be repaid through years of service in teaching.

Route 1 is designed for currently employed paraeducators with transferable associate of arts (AA) degrees seeking residency certification in special education or ESL. Special education and ESL are those areas in which current funding for paraeducators is primarily committed. With shortages in Special education and ESL, paraeducators already employed in this area are a very strong pool of well-qualified future teachers. In addition, because these individuals do not currently have BA/BS degrees, this program facilitates completion of BA with necessary special education or ESL coursework.

Within two years, paraeducators participating in this program complete both their bachelor's degree and requirements for residency certification through a mentored internship, complemented by flexibly-scheduled coursework, provided by a partnering higher education institution, or consortium of institutions. This route is a full year longer than the other two alternative routes because these are candidates that have not yet earned a bachelor's degree. Even so, this alternative route cuts a full year off of the traditional route from AA to BA and teacher certification.

The length of the program and needed coursework would be determined by a Teacher Development Plan, developed for each candidate by a district representative (such as the building principal), and a partner from the higher education teacher preparation program. The Teacher Development Plan is based on our state's new performance-based standards for residency certification.

The timeline and design for this route will vary somewhat from one partnership program to the next. For example, one superintendent told the Board that if his district were given the means to provide this route, they would pursue a higher education partner that would offer coursework in evenings and on weekends at one of the districts' schools and that the district would provide child care while paraeducators attend classes. Another is anxious for funding support for their paraeducators to participate in flexible online courses.

Requirements for Entry:

- District/Building validation of qualifications, including 3 years successful student interaction and leadership as a paraeducator.
- Transferable AA degree, with at least a 2.75 GPA.
- Meet age, good moral character, and personal fitness requirements (WAC 180-79A-150).
- Successful passage of statewide basic skills exam required for residency certification.
- Seeking endorsement in special education or ESL.

Proposed Timeline:

Spring - Summer 1: Qualified candidates are accepted into the alternative route program. A team comprised of the candidate, district or ESD representative, and higher education teacher preparation program partner develop and approve the candidate's Teacher Development Plan. The candidate begins coursework toward their BA/BS degree and endorsement, supported by a state-provided conditional loan to be repaid with 3 years subsequent teaching in district/state.

Fall 1 – Summer 2: The candidate continues their employment as paraeducator while continuing flexibly-scheduled coursework toward BA/BS degree. Courses could be offered through numerous means including online or teleconference via K-20 network, or on evenings or weekends at an off-campus site such as a school or ESD. A single, or consortia of higher education teacher preparation programs could provide necessary coursework.

Also in the summer, mentor teachers attend a state-provided Washington the Mentor Training Institute or a district-provided mentor training program that meets state criteria and standards.

Fall 2 – Spring 2: Candidate is assigned to a classroom with a full-time mentor teacher in a team-teaching relationship, with the candidate working on the performance-based pedagogy/skill requirements of their teacher development plan, while continuing to take required coursework for their BA/BS degree. The mentor receives a stipend in recognition of increased responsibility and training.

The candidate, mentor, and higher education partner continue to evaluate the candidate and provide feedback based on the candidate's Teacher Development Plan. Over the course of the year, the ratio of responsibility for the classroom shifts from mentor to candidate by end of school year. By the end of Spring Quarter, the higher education partner, in collaboration with the district and mentor, assess and validate candidate's successful performance on a performance-based pedagogy assessment and candidate's completion of endorsement competencies.

Spring - Summer 2: Candidate completes coursework toward BA/BS. Candidate takes state content assessment required for residency certification. Candidate recommended for residency certificate.

Route 2: Experienced non-certificated staff to full certification in subject-area and geographic shortage areas

Since John and his wife Jan returned to the rural community where they were both raised, John has been working part-time as a technology specialist at the middle/high school for the past 3 years to supplement their income from the family's feed supply store. John earned his BA 6 years ago in math and technology from a state college, which he'd planned to put to use in accounting or business, but his experience at the middle/high school and being involved in his own children's education has fueled his interest in teaching. The school in which he works has been unable to find a teacher with a math endorsement, and courses are being taught by teachers with general certificates. The school and district are interested in supporting John in his pursuit of certification. The district is very small, but has joined together with 3 other districts, and with the help of their ESD, to partner with a state university that will offer coursework both via videoconference and online through the K-20 network. In the fall John is paired with a mentor teacher in a team teaching relationship. John is gaining from his mentors teaching knowledge and skills, while the mentor teacher is gaining from John's knowledge of mathematics and technology.

Route 2 is a one-year, field-based mentored internship route for currently employed non-certificated personnel with BA/BS degrees seeking residency certification in a state identified subject or geographic shortage area. Candidates receive on-the-job training and mentoring, complemented by flexibly-scheduled training and coursework provided at local site, such as a school, ESD, or online or via videoconference over the K-20 network, in collaboration with a higher education institution. Length of the program and needed coursework and training are determined by a Teacher Development Plan developed for each candidate by a team consisting of the candidate, district and/or ESD representative, and higher education partner.

Requirements for Entry:

- District/Building validation of qualifications, including 3 years successful student interaction and leadership as a paraeducator.
- BA/BS degree (with 2.75 GPA until state content test available, then successful completion of content test).
- Meet age, good moral character, and personal fitness requirements (WAC 180-79A-150).
- Successful passage of statewide basic skills exam required for residency certification.
- Seeking endorsement in identified subject or geographic shortage area.

Proposed Timeline:

Spring - Summer: Qualified candidates accepted into program. Team of the candidate, district and/or ESD representative, and higher education partner develop and approve candidate's Teacher Development Plan. The plan takes into account the candidates experience and knowledge, and needed coursework is adjusted accordingly. The candidate begins coursework toward pedagogy requirements for residency certificate. Tuition assistance is available through a state conditional loan scholarship program which allows loans to be repaid through subsequent years teaching in identified shortage area in the state. During the summer, mentor teachers attend one of the Washington State Mentor Training Institutes or a district-provided mentor training program that meets state guidelines and criteria.

Fall-Spring: The candidate is employed as a paid intern in a classroom with a trained mentor teacher working on performance-based pedagogy/skill requirements, while continuing to take required coursework on evenings/ weekends/over K-20 network. Candidate and mentor continue to work on candidate's Teacher Development Plan in consultation with higher education partner. The ratio of responsibility for the classroom shifts from mentor to intern by end of school year. By the end of Spring Quarter, the higher education partner, in collaboration with the mentor and a district representative, assess and validate candidate's successful performance on performance-based pedagogy assessment and completion of endorsement competencies. Upon successful completion, candidate is recommended for residency certification.

Route 3: Recruiting individuals with expertise in subject shortage areas from other professions into teaching

Laura has a BA and MA in chemistry and has worked at Western Pharmaceuticals for the past 6 years. She finds her work tedious and has been contemplating a career change for some time. Two days per month she tutors middle school students in math and science through a state-operated volunteer tutor program and has become convinced that she should pursue a career in teaching. She applies to a program in a nearby school district and is interviewed by the district's teacher development specialist and a mentor teacher. Laura is accepted into the program and selects one of the 2 available dates and locations of the Teaching Academy she will attend that summer. Attending the 6-week academy without her previous income will be tough, but she has planned for this and knows that the paid internship that directly follows the academy will pay the bills. In addition to the intense and practical coursework at the Academy, Laura particularly likes the interaction with peers who are also entering teaching from another profession and the opportunity to apply what they are learning working with teachers in a nearby summer school program. During the last week of the Teaching Academy Laura meets Gayle, a 7th grade math teacher who will be her mentor teacher in the fall. Laura begins her paid internship paired in the classroom team teaching with Gayle for the first semester, but by the second semester Laura has primary responsibility over a couple of classes, with daily observation and mentoring from Gayle, who has a reduced teaching load and is earning a stipend for her mentor role. Laura, Gayle, the school principal, and higher education program partner meet regularly to review Laura's progress on her teacher development plan. They determine that Laura's progress is exceptional and that she has met proficiency on the performance-based pedagogy assessment by Spring.

Route 3 is a field-based alternative route for post-baccalaureate candidates with subject matter expertise and experience in an identified subject shortage area. Cohorts of candidates attend an intensive summer Teaching Academy, followed by a full-year employed by a district as a teacher intern, and second summer Teaching Academy II.

Requirements for Entry:

- 5 years experience in the workforce
- BA/BS degree with 2.75 GPA until state content test available, then successful completion of content test.
- Meet age, good moral character, and personal fitness requirements (WAC 180-79A-150)
- External validation of qualifications, including demonstrated successful experience with students/children (e.g. references / letters of support from previous employers)
- Successful passage of statewide basic skills exam required for residency certification
- Seeking endorsement in state identified subject shortage area (excluding special education or ESL)

Proposed Timeline

Spring: Candidates accepted into program. A team consisting of the candidate, district/ESD, and higher education faculty develop and approve the candidate's Teacher Development Plan. The Plan takes into account candidates' experience and knowledge, and needed coursework is adjusted accordingly.

Summer Teaching Academy I: Teaching Methods -- The candidate attends 6 week intensive Teaching Academy toward the end of the summer at one of 2 locations and dates on either side of the state. The institute is designed collaboratively by the Districts and/or ESDs and higher education institutions that have received demonstration grants to operate Route 3 programs. Mentors attend the Washington State Mentor Training Institute or a district-operated mentor training program. Mentors for Route 3 candidates also attend the final week of the Teaching Academy at which they will be paired with their intern.

Fall-Spring: Candidate is employed as full-time teacher intern assigned in a classroom with full-time, trained mentor teacher in a team teaching arrangement. Candidate and mentor continue to work on candidate's Teacher Development Plan. Any coursework in addition to summer institute that is deemed necessary by the Teacher Development Plan, would take place during this time during evenings, weekends, or via online or distance learning. Mentor receives stipend in recognition of increased responsibility and training. Candidate continues to meet with a cohort of regional Route 3 candidates on a semi-monthly basis for structured professional growth work, led by a participating district or ESD. As candidates become more competent, the ratio of responsibility for the classroom shifts from mentor to candidate by end of school year. The higher education partner, in collaboration with the mentor and district representative, assess candidate's performance in classroom using a performance-based pedagogy assessment. Candidates that show great proficiency can finish program in spring if team of mentor, district and university partner determine the candidate has met requirements

Summer Teaching Academy II: The candidate attends Teaching Academy II to finish pedagogy coursework. Higher education teacher preparation program partner and district representative validate candidate's successful performance on pedagogy assessment, completion of endorsement competencies, and teacher development plan. Candidate recommended for residency certificate.

Proposed Alternative Route Comparison

	Route 1	Route 2	Route 3
Requirements for Entry	<ul style="list-style-type: none"> At least 3 years in district as a paraeducator. Transferable AA degree, with at least a 2.75 GPA Meet age, good moral character, and personal fitness requirements (WAC 180-79A-150) District/Building validation of qualifications, including successful student interaction and leadership. Successful passage of statewide basic skills exam required for residency certification Seeking endorsement in special education or ESL. 	<ul style="list-style-type: none"> At least 3 years in district BA/BS degree (with 2.75 GPA until state content test available, then successful completion of content test) Demonstrated successful student interaction and leadership Meet age, good moral character, and personal fitness requirements (WAC 180-79A-150) District/Building validation of qualifications, including successful student interaction and leadership. Successful passage of statewide basic skills exam required for residency certification Seeking endorsement in state-identified subject or geographic shortage area 	<ul style="list-style-type: none"> 5 years in workforce BA/BS degree (with 2.75 GPA until state content test available, then successful completion of content test [or both?]) Demonstrated successful experience with students/children [of similar development stage as seeking endorsement?] Meet age, good moral character, and personal fitness requirements External validation of qualifications (e.g. references / letters of support from previous employers) [and portfolio description / samples of past experience?] Successful passage of statewide basic skills exam required for residency cert Seeking endorsement in identified subject (or geographic?) shortage area
Who operates/ supervises?	School Districts and/or ESD in collaboration with Higher Education Teacher Preparation Program	School Districts and/or ESD in collaboration with Higher Education Teacher Preparation Program	School Districts and/or ESD in collaboration with Higher Education Teacher Preparation Program
Program	<p>Coursework toward BA degree</p> <p>Full-year mentored internship while earning current paraeducator salary</p>	<p>Pedagogy training to meet knowledge and skill standards through flexibly-scheduled (evenings, weekends, over K-20 network) and district-located (at district site, ESD) coursework</p> <p>Full-year, paid mentored internship</p>	<p>Summer Teaching Academy I – Teaching Methods</p> <p>Full-year, paid mentored internship</p> <p>Intern gradually assumes responsibility for classroom / less</p>

		Early exit possible for candidates who demonstrate proficiency prior to end of term. Candidates could serve as substitutes until end of term and receipt of residency certificate.	supervision from mentor teacher. Summer Teaching Academy II – Advanced Teaching Methods
Mentor requirements?	Completion of Washington State Mentor Institute or district equivalent training State provides stipend	Completion of Washington State Mentor Institute or district equivalent training State provides stipend	Completion of Washington State Mentor Institute or district equivalent training State provides stipend
Requirements for Cert	Completion of BA degree, successful completion of state content test, successful performance on performance-based pedagogy assessment and coursework agreed upon in teacher development plan	Successful performance on performance-based pedagogy assessment and coursework agreed upon in teacher development plan	Successful performance on performance-based pedagogy assessment and coursework agreed upon in teacher development plan
Who evaluates candidate?	Mentor, district, and higher ed partner	Mentor, district, and higher ed partner	Mentor, district, and higher ed partner
Who issues cert?	District and Higher Ed recommend candidate for certification by the state	District and Higher Ed recommend candidate for certification by the state	District and Higher Ed recommend candidate for certification by the state

Program Funding

These proposed routes are presented as an investment on the part of the state and districts in strengthening the pool of candidates to the teaching profession in the face of current and projected shortages, and with the desire to reduce the need for emergency certificates and out-of-field assignments which provide our children with less than fully qualified teachers. As such, we believe it is important for state dollars to be invested in the creation of stable, accessible, viable programs that will draw talented individuals, and engender confidence by districts in hiring teachers they produce. Key investments include:

Loan Forgiveness

For paraeducators and other non-certificated staff in alternative route 1 or 2 programs, availability of tuition assistance is often the deciding factor on whether to pursue teacher certification. The overwhelming number of applicants to the conditional loan program established by the legislature last session – nearly twice what is available – speaks to the need and interest in this opportunity. Making loan forgiveness part of a larger alternative route program also provides these candidates the flexibility to remain employed while taking coursework, and the support of a mentor teacher to ensure these scholarships are well-invested. We urge the legislature to consider expansion of the future teacher conditional scholarship program for candidates in alternative route 1 or 2 demonstration grant programs.

Intern and Mentor Stipends

All three routes aim to attract and assist high-quality candidates who must continue to earn an income while pursuing teacher certification. This requires that they are earning a liveable wage while they are completing their year-long mentored internship. Typically, paid interns in other states earn less than the base salary for newly certified teachers. The WPESB discussed several possible means for intern stipend, including a flat stipend, 75% of the BA+0 cell, or a 1.0 FTE to be used as a stipend for intern and their mentorship. A significant mentor stipend is pay that recognizes performance. These mentors commit to training and professional growth, and a significant time commitment mentoring alternative route candidates.

Districts sharing the cost of mentor or intern stipend may be appropriate as well. However, without state assistance, rural, small, and less economically advantaged districts, which are those most likely to be experiencing shortages, will be unlikely to be able to afford to spare the staff or funding for a mentored internship.

Districts must commit to mentoring that is high-quality and substantial in terms of time commitment. Candidates and mentors must work side-by-side at first, with candidates assuming more responsibility for the classroom over time. Districts that have expressed an interest in offering these alternative route programs will be looking at creative scheduling and staffing arrangements to make that happen, such as: team teaching; reduced teaching loads for mentor teachers; or a pool of mentors to assist these candidates as well as new and struggling teachers.

Mentor Training

To bring a consistent level of quality to alternative route programs, it will be important that mentoring is of consistent quality. Districts need guidelines and criteria for selecting mentors and available high-quality mentor training. OSPI and WPESB will work collaboratively to develop these guidelines and training.

For districts, mentor training is an investment in the professional growth of their current and future staff. While the WPESB proposes state investment in the development of mentor training, we believe it may be appropriate for districts offering alternative route programs to assume the cost of training their mentors.

Summer Teaching Academy

Similar to the mentor training, the summer teaching academy of Route 3 candidates will require development on the part of higher education institutions and their district partners. Beyond this, the program will be maintained through tuition paid by candidates, who may be eligible for existing forms of financial aid.

Demonstration Grant Program Timeline

Spring 2001 – Spring 2003: PHASE I Demonstration Partnership Projects for Alternative Routes for Certification

Spring/Summer 2001 – Legislature passes and Governor signs legislation to create and fund demonstration grants for alternative route partnerships. RFP for demonstration grants developed and released.

Summer/Fall 2001 – WPESB/OSPI identify demonstration project external evaluation team

Fall 2001 – Interested districts and/or districts in collaboration with ESDs form partnerships with interested colleges of education, to submit proposals to OSPI to provide one or more of the three proposed routes. Proposals identify how each route will operate and number of candidates that will be admitted into the program.

OSPI, in collaboration with WPESB, begins design of the Washington Mentor Training Institute. WPESB and OSPI consult with external evaluation team.

Late Fall – early Winter 2001 – Proposals submitted by districts on behalf of the partnership.

Late Winter 2002 – Successful demonstration grant partnership proposals notified of funding. Districts begin application/screening process in collaboration with colleges. OSPI begins logistics for Washington Mentor Training Institute.

Spring 2002 – Applicants accepted into partnership programs (from this point on, see timeline for specific route)

Summer 2002 –
Mentor Training Institutes
Summer Teaching Academy I
Begin evaluation of demonstration grants by Evaluation Team. Recommendations to guide replication and improvement.

Summer 2002 – Fall 2003 --- PHASE 2: Replication of Successful Partnership Projects for Alternative Routes.

Proposal Needing Further Consideration and Study – District Certificate

While the routes the WPESB has proposed all have school districts as lead in selecting candidates and operating programs, a more complex issue is whether Washington districts have the interest and capacity to become state-approved providers of teacher preparation programs with selective involvement from higher education institutions. Similar programs operate in New Jersey, California, Kentucky, Texas, usually in districts experiencing severe shortages. The proposal the WPESB reviewed would allow districts to issue non-transferable certificates valid in that district only. The proposal implies a new, resource intensive role for school districts. The WPESB discussed this proposal, but believes it needs further research before we could forward this as a recommendation. A number of questions that would require further study include:

- States that have implemented these programs have done so in the face of severe shortages with few other options. Is this a necessary route for Washington at this time?
- What are the legal ramifications for districts serving as both employers and issuers of certificates?
- Would candidates be meeting requirements for residency certification, or is this an alternate certificate?
- How would districts become state-approved providers of preparation programs? (All other states with district-based programs operate either in partnership with higher education institutions or become state-approved providers.) What are other partnership possibilities?
- Who would bear the cost for district certificate programs?
- Is a non-transferable certificate a disservice to that teacher?
- Is the state relinquishing its certification responsibility if districts issue certificates?

Priority Issues Requiring Attention

Successful state alternative route programs do not exist in a vacuum. They are part of larger, systemic efforts to ensure an adequate supply of well-qualified teachers, improve teacher preparation, and raise standards for teacher certification. Washington is implementing new performance-based standards for preparation and certification, and new alternative routes will build upon this progress. But for these alternative route programs to be successful and for Washington to address its overall shortage needs, there are a number of other issues that must be addressed.

Recruitment

Alternative routes are only one means for expanding the pool of candidates to the teaching profession. Greater support is needed for other successful recruitment programs to attract individuals to the teaching profession, like high school teaching academies that provide opportunities for high school juniors and seniors to explore teaching as a career. Students take classes in teaching methods and a practicum in which they gain experience in teaching a class under the supervision of a mentor teacher. Stronger links could be created between these programs and running start programs in higher education so that coursework taken through the teaching academy could count toward a higher education teacher preparation program.

Getting the Word Out / Marketing Alternative Routes

Related to recruitment, there needs to be a more proactive, coordinated statewide effort to get the word out on both alternative route and traditional teacher preparation programs. Alternative route programs aren't meant to replace existing preparation programs and reduce candidates in those programs. They are meant to add to them, and reduce the need for emergency and conditional certification. What is needed is a centralized, well-publicized source of information, such as a web site and/or phone number, where individuals interested in becoming teachers can truly explore the various routes for getting there, who offers them, where they are offered, how much it costs, how long it takes, and other key questions.

Retention

The best of recruitment efforts will be of limited value if we cannot retain good teachers. Key to retention of new teachers is a supportive school environment. It makes little intuitive sense, yet is very common, that first-year teachers wind up with the least desirable assignments with the worst facilities and equipment. This often means they are assigned those students that are struggling most, and in greatest need of an experienced teacher. Newly-certified teachers need a reasonable teaching load, in an appropriate assignment, with the continued support of a mentor teacher to guide their continued professional growth.

Opportunities for professional growth with related compensation is also related to recruitment and retention; especially for mid-career professionals considering the teaching profession. Washington needs more opportunities for increased responsibilities within teaching, such as serving as a mentor, curriculum advisor, or school improvement consultant, are key to retaining great teachers that desire continued growth and development.

Retirement-Eligible Teachers

14% of our current teacher workforce will be eligible to retire in the next five years. Many of these teachers are part of the TRS Plan 1 retirement system, which contains a financial disincentive for delaying retirement past 30 years of service. As a result, teachers in this plan are retiring in their early 50's, many of whom would prefer to continue teaching. These teachers are not only a potential pool to help alleviate shortages, they are a source of experienced mentor teachers.

Pay that recognizes past experience

The WPESB believes that the relevant past experience that alternative route candidates bring to teaching should be recognized on the state's salary allocation schedule. However, we also recognize that this is a complex issue with equity concerns related to other certificated staff. For example, educational staff associates with very similar past experience (such as speech and language pathologists previously employed in hospitals) receive no recognition on the salary schedule for that experience. Plan 2 vocational education teachers, on the other hand, receive both credit toward certification and recognition on the salary schedule for their previous work experience. In addition, the salary allocation schedule sets a maximum level of experience beyond which teachers no longer receive additional compensation. Recognition of relevant experience on the salary allocation schedule must be equitable and available to all certified educators.

Mentor Stipend versus Cooperating Teacher Stipend

While the Board strongly believes that trained mentor teachers for alternative routes candidates should be compensated for their increased responsibilities and the training required, we recognize that there are other mentoring roles in which teachers are currently serving through which they receive little or no compensation. Cooperating teachers that supervise student teachers through higher education preparation programs receive as little as \$100 / semester. In addition, students in some Masters in Teaching programs spend a year in an internship program with no stipend, while also paying tuition.

Summary and Conclusions

The WPESB was created to uphold the highest possible standards for certified educators in order to ensure the best possible education for all students. The WPESB has carefully considered the research about what makes alternative programs most successful and effective. We have examined lessons learned from Washington's experience with alternative routes and considered our current and future supply and demand for teachers. We believe that alternative routes that sacrifice quality are short-term fixes with long-term negative consequences for the academic achievement of our students. We believe the routes we have recommended in this report will maintain the high standards for certification set by the state, while providing incentives and means for talented individuals not able to pursue teaching through traditional programs to enter the profession. State support for these programs will establish them as viable, sustainable routes that candidates will pursue and districts will draw from leading to an enhanced pool of well-qualified teachers for Washington's students.

Appendix A

Washington's Performance-Based Preparation: Knowledge and Skill Requirements

Building on the mission to prepare educators who demonstrate a positive impact on student learning based on the Improvement of Student Achievement Act of 1993 (1209), the following evidence shall be evaluated to determine whether each preparation program is in compliance with the program approval standards of WAC 180-78A-220(5):

(1) TEACHER. Teacher candidates will complete a well-planned sequence of courses and/or experiences in which they acquire and apply knowledge about:

FOUNDATIONAL KNOWLEDGE -

- (a) The state learning goals and essential academic learning requirements.**
- (b) The subject matter content for the area(s) they teach, including relevant methods course work and the knowledge and skills for each endorsement area for which the candidate is applying (chapter 180-82-WAC).**
- (c) The social, historical, and philosophical foundations of education, including an understanding of the moral, social, and political dimensions of classrooms, teaching, and schools.
- (d) The impact of technological and societal changes on schools.
- (e) Theories of human development and learning.
- (f) Inquiry and research.
- (g) School law and educational policy.
- (h) Professional ethics.
- (i) The responsibilities, structure, and activities of the profession.
- (j) Issues related to abuse including the identification of physical, emotional, sexual, and substance abuse, information on the impact of abuse on the behavior and learning abilities of students, discussion of the responsibilities of a teacher to report abuse or provide assistance to students who are the victims of abuse, and methods for teaching students about abuse of all types and their prevention.**
- (k) The standards, criteria and other requirements for obtaining the professional certificate.**

EFFECTIVE TEACHING –

- (l) Research and experience-based principles of effective practice for encouraging the intellectual, social, and personal development of students.
- (m) Different student approaches to learning for creating instructional opportunities adapted to learners from diverse cultural or linguistic backgrounds.
- (n) Areas of exceptionality and learning -- including, but not limited to, learning disabilities, visual and perceptual difficulties, and special physical or mental challenges.
- (o) Effective instructional strategies for students at all levels of academic abilities and talents.**
- (p) Instructional strategies for developing reading, writing, critical thinking, and problem solving skills.
- (q) The prevention and diagnosis of reading difficulties and research-based intervention strategies.**
- (r) Classroom management and discipline, including:
 - (i) Individual and group motivation for encouraging positive social interaction, active engagement in learning, and self-motivation.
 - (ii) Effective verbal, nonverbal, and media communication for fostering active inquiry, collaboration, and supportive interactions in the classroom.

(s) Planning and management of instruction based on knowledge of the content area, the community, and curriculum goals.

(t) Formal and informal assessment strategies for evaluating and ensuring the continuous intellectual, social, and physical development of the learner.

(u) Collaboration with school colleagues, parents, and agencies in the larger community for supporting students' learning and well-being.

(v) Effective interactions with parents to support students' learning and well-being.

PROFESSIONAL DEVELOPMENT --

(w) The opportunity for candidates to reflect on their teaching and its effects on student growth and learning.

(x) Educational technology including the use of computer and other technologies in instruction, assessment and professional productivity.

(y) Strategies for effective participation in group decision making.

NOTE: Standards in bold are unique to Washington. The remaining elements are reflected in National Council for Accreditation of Teacher Education / Interstate New Teacher Assessment and Support Consortium standards.

Appendix B

Alternative Route Programs in Selected States

State	Program Description	Certificates awarded via route 98-99	Who pays for program?	Program Length	Employment	Who operates program?
Arkansas	For districts with documented difficulty recruiting for shortage areas. Districts must meet state Master Teacher Mentoring Program qualifications. Candidates participate in state-provided Summer training followed by mentored apprenticeship in district with training in specific areas.	400	State, district and candidate	1 Year	Paid internship throughout – district paid, state defrayed	State Department of Education
California	District Intern program (primarily Los Angeles) – mentored internship with 120 clock hours of district-provided professional development University-intern program (CA fastest growing) – mentored internship combine with flexibly-offered preparation program coursework	4,573	State, district, and candidate	2 years	Interns receive full beginning teacher salary	DI – state approved, district operated UI – higher ed and district partnerships
Colorado	Aimed at attracting recent liberal arts graduates and career change. State department of education approved programs for mentored internship + 225 clock hours of specific professional education and training	194	Candidate, State	1 year	Employed by district throughout	Districts, Boards of cooperative services ¹
Connecticut	Aimed at mid-career and career-change. Dept of Higher Ed conducts summer training followed by entry into the State's Beginning Educators Support and Training Program (BEST) operated by participating school districts which includes a mentoring, assessment, and staff-development component.	159	Candidate	2 years	Employed by district during BEST	Department of Higher Education – summer training Department of Education – BEST program

¹ Colorado equivalent to Washington's Educational Service Districts

State	Program Description	Certificates awarded via route 98-99	Who pays for program?	Program Length	Employment	Who operates program?
Delaware	Route for secondary teachers in shortage areas. Summer institute followed by full-time practicum with trained mentor and supervising district administrator, complemented by 120 clock hours of seminars on teaching co-taught by university and practicing teachers.	45	State, candidate and district	1 year	Employed by district throughout	A consortium including the state department of education, the state university, professional standards council, and others.
Illinois	Two different programs to recruit teachers for Chicago Public Schools. One aimed at recruiting math and science teachers and consists of summer curriculum followed by mentored internship. Second is aimed at shortages more generally and is mentored internship complemented by evening coursework.	New Programs	Candidate, district, and private funds	Program 1 = 14 months Program 2 = 2 years	Program 1 – licensed and paid as substitutes; Program 2 – full beginning teacher pay	Higher education and Chicago Public School District
Kentucky	8-week seminar and practicum followed by 18-weeks of classroom experience with supervision by professional support team + 18 weeks with full classroom responsibility, complemented by at least 250 clock hours of formal instruction	New program	District, candidate	44 weeks	Employed throughout	Districts with approval of Professional Standards Board and after having sought collaboration with higher education
Maryland	Currently operating in one state-approved district program. 90 hours of study in specified areas, followed by year teaching under Resident Teaching Certificate with supervision from mentor teacher.	55	District, candidate	1 year	Employed throughout	Districts with state approval
New Jersey	200 clock hours of formal instruction in evening and/or weekends concurrent with first-year employment supervised by mentor and support team.	1,223	District, candidate	34 weeks	Employed throughout	District with state approval and having sought collaboration with higher education

State	Program Description	Certificates awarded via route 98-99	Who pays for program?	Program Length	Employment	Who operates program?
New Mexico	Candidates must either complete 12 semester hours of specified instruction in teaching principles in a state board approved program or, in collaboration with a school district, demonstrate that they have met state board-approved competencies for entry-level teachers. Either is followed by 1-3 years teaching under supervision of mentor teacher.	New program	Candidate	1-3 years	Employed after completion of 12 semester hours or demonstrated competency	State Board of Education
Pennsylvania	Intensive two-week seminar prior to full-year apprenticeship internship and 180 hours of formal instruction based on individually-prescribed educational plan developed by the candidate and a professional development team representing the state department of education, local district, higher education institution and the candidate.	New program	State, district, candidate	15 months	Employed during full-year apprenticeship	Collaboration between state department of education, higher education, district, and an intermediate unit
Texas	One-year internship with supervision and assistance from mentor teacher complemented by state-required training in teaching methods and classroom management offered by one or more collaborating partners including district, higher education, or education service centers. Coursework varies depending on competency.	2,728	Candidate	1 year	Employed throughout	Each program involves collaboration of district, higher education and regional education service center.

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University / College	Recruitment Pool	Program Summary	No. 1999-00 Students	Endorsement Level / Focus	Relationship to State Needs
Antioch University	Para-Educators	<p>Bachelor of Arts in Liberal Studies and Teacher Certification (BACT):</p> <p>A two year program in which students take courses that are both liberal studies courses and teacher cert courses. For example, the curriculum includes two English/Literature courses and two Literacy courses; two liberal studies math courses and two teacher cert math methods courses, etc. Field placements and reflective practice courses are included throughout the two years. Student teaching is the last quarter.</p> <p>Many of the faculty are teachers, principals and district administrators in the schools, which are in addition to the students' work in the school, directly relates to theory to practice.</p>	77	K-8 endorsement (Residency Certificate)	The students are predominantly people of color
	Post-Baccalaureate	None			
	Troops to Teachers	None			
	Individualized Prog	None			
Central Washington University	Para-Educators	None			
	Post-Baccalaureate	None			
	Troops to Teachers	None			
	Individualized Prog	None			
City University	Para-Educators	Renton and Vancouver sites: A 2-year program for para-educators who attend classes on weekends and summer. They receive an MIT degree and teaching cert.	Renton-32 Vancouver beginning this year.	K-8 endorsement (Residency Certificate)	
	Post-Baccalaureate	Renton, Tacoma, Everett and Vancouver sites: A 1-year intense teacher preparation program for those with a BA/BS degree. Graduates receive an MIT degree and teaching certificate.	144	K-8 endorsement (Residency Certificate)	
	Troops to Teachers	None			
	Individualized Prog	On an exception basis, students have entered the 2-year MIT program described above. These individuals have had an extensive education background.	3	K-8 endorsement	

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Eastern Washington University	Para-Educators	None			
	Post-Baccalaureate	Cheney site: Weekend Program; post-bac and undergraduates. Cheney/Spokane sites: MEd/Certification, combined master's degree and certification program. Kent site: MEd/Certification, combined master's degree and certification program.	15-20 per yr 30 20	Elementary (Reading major) Elementary or Secondary Elementary	
	Troops to Teachers	None			
	Individualized Prog	None			
Gonzaga University	Para-Educators	None			
	Post-Baccalaureate	Does not consider these alternative routes: certification only post-bac program; MIT program with certification.	Cert only 20-25; MIT w/cert 75		
	Troops to Teachers	None			
	Individualized Prog	None			
Heritage College	Para-Educators	Future Focus: School district pays tuition for minorities or for those who speak two languages. Participants continue working while they complete a BA and cert during off-hours, and must stay in the district for two years after program completion. Para Pros in Urban Area: MIT while maintaining job in the school district. Participants receive teacher certification before master's degree.	0-15 per yr 34	Elementary (primarily) & Secondary Elementary & Secondary	
	Post-Baccalaureate	See Para Pros in Urban Area			
	Troops to Teachers	None			
	Individualized Prog	None			
Northwest College	Para-Educators	None			
	Post-Baccalaureate	Certification only post-bac program; takes 1 ½ to 2 yrs to complete.	4 2	Elementary Secondary	None
	Troops to Teachers	None			
	Individualized Prog	None			

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Pacific Lutheran University	Para-Educators	None			
	Post-Baccalaureate	None			
	Troops to Teachers	None			
	Individualized Prog	None			
Pacific Oaks College	Para-Educators	None			
	Post-Baccalaureate	A majority of our students complete our Teacher Education via this route. The program is comprised of 41 semester units and includes internships (14 semester units) and coursework (27 semester units). It is a fulltime, ten month long program (August to June). Upon completion of the program, students obtain teacher cert. If students wish to complete their MA in Human Development, they must take an additional 3 classes and complete a thesis.	29	ECE and Elementary About 1/3 of the students also obtained a Bilingual and/or ESL endorsement	
	Troops to Teachers	None			
	Individualized Prog	BATEMA Pathway: New this year. Students must have a minimum of 70 semester units which meet both College admissions and certification requirements in order to be eligible for the BA in Human Development. Qualified BA students who would like to obtain teacher certification can enter the Teacher Education Program when they have no more than 12 semester units remaining in their BA program. Students complete their BA degree within the context of the Teacher Education program in the fall term. Upon completion of spring term, students complete the teacher Education Program (certification). It students wish to complete their MA in Human Development, they must take an extra 3 classes plus complete a thesis.	(3)	ECE and Elementary	
St Martins	Para-Educators Sites: Lacey (main campus undergraduate, cert-only, and master's MIT) Ft. Lewis (secondary cert-only).	We do not have a specific program for para-educators, but we do offer flexible course offerings and currently have para-educators enrolled. Our courses are offered day and evening, full-time and part-time. Para's usually opt for the evening, part-time. They can then complete their programs as quickly as their own situations allow. Para's may also continue their employment throughout their program, including student teaching – if their district allows it. In this case, the classroom teacher and the para “switch” roles, but keep their own salaries during the student teaching period.	We have a total of 120 students who complete all the programs each year. Approx. 5-10 are paras.	All levels – Elementary, Secondary, and now Middle Level. The endorsements vary. We will continue to require two endorsements minimum per student.	Our Special Education program is growing. We also continue to encourage Math and Science areas.

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St. Martins	Post-Baccalaureate Sites: Lacey Ft. Lewis	The cert-only program at both sites allows flexible enrollment in courses – day or evening; full-time or part-time. Students may progress at their own rate. The typical time to complete the program is 1- 1 ½ years.	Of the total 120 students completing each year, approx. 5 are cert-only at Lacey and 45 are cert-only at Ft. Lewis	Lacey: Elem, Secondary, Special Ed, Middle Level. Ft. Lewis: Secondary only post-BA. Both sites require two endorsements.	Same as above
	Troops to Teachers Sites: Lacey Ft. Lewis	Same as above. Many students are already part of the TTT program (the students receive the funding directly) without our knowing. The flexibility of the programs (described above) allows the TTT students to progress at their own rate. Students in the cert-only programs can complete their programs in 1 year full-time, including student teaching.	I would estimate 8-10 students of the 120 who complete each year are TTT.	Same as above.	Same as above.
St. Martins	Individualized Prog Sites: Lacey Ft. Lewis.	<u>Waivers - both sites:</u> All students may submit documentation for waivers (life experience) and/or course substitutions (from other institutions) for all courses in the program. <u>Cert-only programs:</u> We require a minimum of 12 semester credits to be taken at SMC (after course waivers and substitutions). This allows our faculty to assess the student's abilities/knowledge/skills prior to placement in student teaching. <u>Degree programs:</u> Undergraduate degrees require 128 semester credits (general education courses, electives – all but 32 of which may be transferred in from another institution); graduate degrees require a minimum of 36 semester credits – 9 of which may be transferred in from another institution. <u>Note – waivers:</u> If the student waives a particular requirement, the course does not need to be taken, but the total credits for graduation must be met (students may then choose additional endorsement courses and/or elective to replace the waived credits).	All students may utilize the waiver/ substitution option.	Same as above.	Same as above.

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Seattle Pacific University	Para-Educators	See GSTEP Program below.			
	Post-Baccalaureate	Graduate Secondary Teacher Education Program (GSTEP): The program is targeted to post-baccalaureate students, some of them paraprofessionals, who want to be certified to teach at the secondary level.	20-25	Secondary	Also offer a full masters degree in curriculum and instruction on the internet.
	Troops to Teachers	None			
	Individualized Prog	None			
Seattle University	Para-Educators	None			
	Post-Baccalaureate	Site: Puget Sound region. MIT Program, 60 credit program, 4 quarters, starts twice a year – early March and late August. Approximately 100 students a year graduate from the program. This includes both elementary and secondary certification. The program is designed to attract people who are making mid-career changes as well as recently graduated students.	Approx. 95	Elem. & Sec. (Secondary endorsements: Science, Math, Social Studies, History, English, Language Arts, ESL, World Languages etc.)	Secondary Science
	Troops to Teachers	None			
	Individualized Prog	None			
The Evergreen State College	Para-Educators	None			
	Post-Baccalaureate	Master in Teaching degree program leading to residency certification	90	Elem., Middle Level and a variety in Sec.	
	Troops to Teachers	None			
	Individualized Prog	None			
University of Puget Sound	Para-Educators	None			
	Post-Baccalaureate	Tacoma Campus, Master of Arts in Teaching Program: 14 month program (two summers and year between). In schools half-day fall semester and full day spring semester.	58	Elementary Middle School Secondary (range of endorsements)	Secondary Science and Math are strong in numbers historically. No Special Ed.
	Troops to Teachers	None			

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University of Puget Sound	Individualized Prog	When a student has strong experience and content knowledge, we have allowed them to be hired on an emergency certificate after course work and one field experience. We then supervise them in their own classroom as if they were student teaching, before recommending them to the State for certification	0		
University of Washington, Seattle	Para-Educators	None			
	Post-Baccalaureate Programs:	Site: Greater Seattle Area School Partners & University of Washington, Seattle			
	Master's in Teaching	The Masters in Teaching (MIT) degree is a five quarter program. Students combine field experiences and on-campus course work throughout the sequenced program. A final portfolio constitutes the Master's thesis project demonstrating competence in the program goal areas. Elementary & Secondary (h.s., m.s.) cohorts begin each year (Secondary in fall; Elementary in winter). Some students also prepare in Special Education (SPED-TEP). Students seeking a primary endorsement in Special Education enroll in Masters degree programs (M.Ed.) in that area.	Entered in 1999: about 120 Elem and Sec. Completed: about 115.	Secondary, Elementary, & Elementary-Special Ed. combined.	Secondary are prepared in five major content areas. Special recruitment of Math, Science and World Languages. Elementary/Special Education program prepares students to teach in the inclusive classroom.
	Masters of Education, Special Education		20 completed.		
	Troops to Teachers	None			
	Individualized Prog	None			
University of Washington Bothell	Post-Baccalaureate	Sites: recruited primarily from North Puget Sound area. Conducted at UWB. Option 1: Full-time four quarter program. Involves 64 credits of coursework starting in summer, two days a week in schools during fall and winter, and teaching internship in spring. Option 2: Three quarters of part-time study followed by three quarters of full-time study. Involves 64 credits of coursework 2with field work in summer and fall and teaching internship in winter.	27	K-8	Well prepared elementary school teachers.
			14	K-8	

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	Para-Educators	None			
	Troops to Teachers	None			
	Individualized Prog	None			
University of Washington Tacoma	Para-Educators	Working on developing this; will have 2001-2002 schools.	(15)	Not decided	
	Post-Baccalaureate	Sites: Tacoma, Federal Way, Fife. Our normal teacher certification program.	60	K-8	Urban schools focus
	Troops to Teachers	None; developing grant with Americorps			
	Individualized Prog	None			
Walla Walla College	Para-Educators	None			
	Post-Baccalaureate	Certification program designed for individuals already holding a bachelor's degree, who now wish to pursue teacher certification. Endorsements are in ECE, Elem. and Spec. Ed, & Sec. content areas.	11	7 ECE, Elementary & Special Ed.; 4 Secondary content areas	Teacher shortage in ECE, (Elementary) and Special Ed., and in Sciences/Math
	Troops to Teachers	None			
	Individualized Prog	None			
Washington State University	Para-Educator Programs: Tri-Cities	2+2 program with CBC. Program is designed to allow para-educators to remain on the job	15	Elementary	Meeting needs of placebound students.
	NWIC Vancouver	2+2 Bilingual Ed Teacher Assistance Program (BETAP) projected to start fall 2001.	6 (25)	Elementary Elementary & Bilingual endorsement	Increase pool of minority teachers.

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	Post-Baccalaureate Programs:				
	MIT:	Quick track for “career changes”	25	Elementary	
	Tri-Cities		60	Elementary	
	Vancouver		20	Elementary	
	Pullman				
	Secondary Cert/ Master’s option:	Secondary content area degree holders who seek certification	10	Biology, English & History	
	Vancouver				
	Troops to Teachers	None			
	Individualized Prog	None			
	Para-Educators	See UTEP Program below.			
Western Washington University	Post-Baccalaureate	<p>Site: South Seattle Community College.</p> <p>Urban Teaching Education Program (UTEP): Upon completion of the program, students obtain their initial (residency) certificate with a primary endorsement in Elementary Education (K-8). The Urban Teaching Education Program has a strong focus on serving schools with significant students populations that are linguistically, ethnically, and culturally diverse. The program is approximately 65 to 70 credits spread over five or six quarters.</p> <p>Site: Bellingham. Concentrated, full-time 5 quarter certification program leading to a K-8 endorsement involves collaboration with Bellingham School District.</p>	82 (Seattle and Tacoma groups).	K-8 Other – unavailable; referred to ESD.	UTEP targets turning para-educators into certified teachers which is a WA state priority. Out of this group of 82, 43 are para-educators. UTEP has prepared 13 students from diverse backgrounds from this group.
			18	K-8	
	Troops to Teachers	None			
	Individualized Prog	None			

Whitman College	Para-Educators	We do not have any alternative certificate program. Apart from the very occasional post-bac student, all our students are undergraduate liberal arts students			
	Post-Baccalaureate				
	Troops to Teachers				
	Individualized Prog				
Whitworth College	Para-Educators	See Individualized Program below.			
	Post-Baccalaureate	The program is designed to allow candidates with the BA or higher to pursue teacher certification part-time or full-time. Except for field experiences and courses that might be needed to complete some endorsements, all courses can be taken in the evening and/or summer.	15	Both Elementary and Secondary	This has not been designed to meet any specific need or shortage.
	Troops to Teachers	None			
	Individualized Prog	For candidates that have teaching experience, para-pro experience or other applicable skills, programs are custom designed to complete areas that are deficient. For candidates teaching in private schools, the college may waive student teaching in lieu of teaching experience that can be documented and for which significant evidence exists regarding the quality of that experience.	5	Elementary and Secondary	This approach allows people with teaching experience or other strengths to pursue a residency certificate without completing every aspect of a teacher education program.

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